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Author: Urszula Swadźba

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Urszula Swadźba

University of Silesia in Katowice

Work as a value in the minds of the young generation of Poles

Introduction

Work has always been a value of great social importance. Accordingly, it has been of interest to researchers from various scientific disciplines i.e. historians, economists, psychologists, representatives of the Catholic social teaching, however professional work has been of particular interest to sociologists. The reasons for this are of an existential nature, as work provides the means for living. Additionally, it has a multitude of other functions in human life, including social, as well as it allows for self-realisation and creativity. This applies to both mature workers and those just entering the labour market.

Due to the economic situation and the associated changes in the labor market, work as a value should be subject to successive tests. This is particularly true of the younger generation which enters the labour market and faces the issue of unstable and temporary employment insufficient for professional development.

This article aims to present the value of work for the young generation of Poles on the basis of updated theoretical assumptions regarding labour issues, particularly professional work. The analysis and conclusions drawn will be based on empirical research carried out among students of three universities in Katowice i.e. the Silesian University, the University of Economics and Silesian University of Technology. The study was carried out within the framework of the Visegrad Standard Grant: "The economic awareness of the young generation of Visegrad countries" no. 21420008.

Work, professional work, the value of work – definitional problems

In further discussion we will use theoretical concepts of work, professional work and ethos of work. Work when elaborated theoretically is most frequently presented as a human activity that transforms the external world. Sociological definitions of work point to the social aspects of work: life aspirations, attitudes and structure of the group. An example of the classical sociological definition of work is the one formulated by Jan Szczepański: "1. Work is a social activity, its preparation [...] even if it concerned extreme individual needs of the individual, has an impact on the aspirations, attitudes, interests, and thus the behavior of other individuals and groups. 2. Work is carried out in order to meet various kinds of needs, but those needs are determined by the structure and culture of the groups to which the individual belongs. 3. The means of achieving work objectives and methods of using them are determined by the structure of the group. 4. For the vast majority of the work performed by the individual, there is a need for the cooperation of many individuals and groups distributed in time and space, and therefore planned cooperation, coordination of efforts and management of their activities" (SZCZEPAŃSKI, 1961: 172–173).

Work, in sociological terms, is very closely related to the concept of professional work and still refers to it. Also in sociological research, the most common concept of work refers to professional work. Emil Durkheim pointed out that social divisions are associated with professional work performance (DURKHEIM, 1999). Professional work determines life activity for a large part of the population. An individual finds one's place in society mainly through professional work. This includes not only economic position, but also social standing (DOMAŃSKI, 2004: 102–121). Sociological studies on work often focus on its value.

An important role in analysing the system of values, including the value of work, is the theory formulated by Ronald Inglehart (INGLEHART, 1977; INGLEHART et al. (ed.), 2004). Inglehart's initial point of reference was Abraham Maslow's theory of needs. According to this theory, human needs are hierarchical. The most important are the physiological ones and those related to safety. After satisfying basic needs, an individual will strive for the fulfilment of other, intangible needs. This means that with the ongoing economic prosperity a transition from materialistic values (ensuring the safety and survival) to post-materialist values (emphasising the need for self-expression and quality of life) takes place. Consequently, it can be concluded that there are considerable differences between the value systems of the young and older generations. Older people, who live with deficits,

tend to be more inclined to satisfying the need for materialistic values. The younger generation, which has matured in conditions of economic growth, absence of wars and universal abundance of goods and services, would more likely favour post-materialistic values.

Research on the changes in the system of values has been carried out in Europe since 1970 (INGLEHART, 1990; INGLEHART, 1997; INGLEHART, BASANEZ, MORENO, 1998). Similar research has also been carried out since 1990 in Poland and the results have been published (JASIŃSKA-KITE, MARODY, 2002; SIEMIŃSKA, 2004; JASIŃSKA-KITE, 2012). Also the author of this article has undertaken research partly based on questionnaire questions, particularly about the value of work (SWADŹBA, 2008, 2012, 2014).

The younger generation, especially students, are at the very beginning of their professional careers. Their professional experience is generally rather scanty and usually limited to seasonal work during holidays or temporary work during the academic year. It is often the kind of work typical to the members of the "precariat" (STANDING, 2014). However, the young generally already have certain ideas for their future careers and expectations towards it. In this paper, work will be considered part of the system of values and various claims about work and its features will be presented. The existential, social, relating to self-realisation, creative and ludic qualities of work will be mentioned most often (SWADŹBA, 2012: 229). Existential features of work, in turn, are the ones most commonly felt by employees as they undertake work in order to satisfy their basic needs. One also needs to bear in mind the importance of social interaction inherent to work and that it allows one to achieve a particular social position. For educated individuals, a higher professional status, self-realisation and creative qualities of work are also important. Self-improvement, professional careers and overcoming one's own weaknesses are important features that play a significant role in the professional lives of many people. The last but not least in importance aspect of work is its hedonistic-ludic dimension. Work may indeed be a source of joy and fun. This applies to a number of professions in showbusiness, but not only there. All the above will be analysed in this article.

In short, the concept of changes in the systems of values as formulated by Ronald Inglehart will be applied as helping to determine how the young Polish generation strives for materialistic or post-materialistic values.

Work in the value system of the young generation of Poles

The empirical analysis is based on research conducted in April–May 2015 under the Visegrad Standard Grant “The economic awareness of the young generation of Visegrad countries”. The research was conducted using the auditorium questionnaire method among students of three Katowice universities, and four faculties: the Faculty of Philology and Social Sciences at the University of Silesia, the Faculty of Transport at the Silesian University of Technology, the Faculty of Economics at the University of Economics. As a result 400 surveys were completed.

Research on the value of work begins most often with asking about the place of work within the general value system of the respondents. To determine those values causes certain difficulties. The spectrum of contemporary values is so wide that doubts arise whether individual values can be compared at all. Thus, in analysing the value systems a researcher can face the allegation of being biased in terms of selection of possible values that make up a system of principles and rules shared by a group. The younger generation, especially students, is characterised by a very specific system of values and a set of values thus compiled to accurately reflect it. Work was placed among such values as family, money, education, religion, health, leisure, friends and acquaintances. Due to lack of space only the value of work will be analysed in this paper.

Table 1

Important issues in life – Work (%); $N = 400$

	Very important	Important	Of little importance	Not important	Hard to say
Gender					
Men	28.9	44.4	22.8	3.3	0.6
Momen	39.1	48.2	11.8	0.9	0.0
Faculty					
Polytechnic	40.4	44.4	14.1	1.0	0.0
Economic	31.8	50.5	13.1	3.7	0.9
Social	30.6	44.4	23.1	1.9	0.0
Humanistic	36.0	46.5	16.3	1.2	0.0
Respondent's father's education					
Primary	35.7	28.6	35.7	0.0	0.0
Vocational	37.8	45.9	13.3	3.0	0.0
Secondary	31.5	54.0	14.1	2.7	0.7
Higher	35.4	43.4	21.2	0.0	0.0
Total	34.5	46.5	16.8	2.0	0.3

Source: Team's own research and calculations.

The vast majority of respondents considered work an important value in their lives (answers very important and important – 81.0%). This is the third value after two others which reached significantly higher percentage of indications “very important”: family – 83.3 and health – 79.3%. The firm position of the family as the most important value in life is also confirmed by other sociological studies (SWADŹBA, 2001; BOGUSZEWSKI, 2005; ZYGMUNT, 2008; BOGUSZEWSKI, 2010; ZARZECKI, 2010; SWADŹBA, 2012; BOGUSZEWSKI, 2013). Slightly lower positions were granted to friends and acquaintances – (27.5% of answers “very important”) and education (27.0% of answers “very important”). Two other values, money and religion, do not occupy high places in the students’ value system (19.0% of responses on money were “very important”, on religion – 12.8% of answers stated “very important”). Comparing these with the results of other studies, work does not occupy a particularly high position. Research on Silesian values of focusing on work, family and religion show that 56.0% of respondents marked work as “very important”, out of which 46.5% were young people up to 30 years (SWADŹBA, 2012: 215). Comparing these findings, one can point to the fact that university graduation and undertaking a first job is a watershed period in the life of a young person, when one begins to appreciate work. It is also a period in which working in the same company or institution is clear. It applies only to people in older age groups, who appreciate work to a much greater degree. Work as a “very important” or “rather important” value is recognised by the 89.3% of people aged 31–40 years, 90.7% of respondents aged 41–50 years and 91.5% of those aged 51–60 years (Ibidem).

Another interesting result concerns the questions about the importance of work in correlation to the gender of the surveyed students. The studies show that men consider work a more important value than women. This is also indicated by previous research (SWADŹBA 2001, SWADŹBA 2012). In a study from 2012 a higher percentage of men (61.5%) than women (50.6%) chose the option “very important” in the question about the value of work. Also in the ranking of the value of work, the first place is more often indicated by men (21.7%) than women (11.2%) (SWADŹBA, 2012: 214–215). In contrast, recent studies show that for female students work is of a higher value than for male students (at the level of 0.006, chi-square significant; V Cramer 190). This means that men begin to appreciate the value of work at a later age. This happens when they take up their first work, particularly when they start a family and the work has an existential dimension.

The perception of work as a value is significantly smaller in correlation to the faculty of study (there is no statistical relationship). The data indicate that University students, more often than other faculties, recognise work as a “very important” value (40.4%). Yet, for a relatively significant percentage

of students of social sciences, work is an unimportant value (23.1%). The latter students are more often male.

The level of education of the students' fathers seems to have a slightly bigger impact on the perception of the value of work although there is no statistical relationship. For more than 1/3 of students who have a father with primary education, work is a value "of little importance". Possibly it is a result of observing the work of their fathers, which, due to their being low-skilled, is likely very hard and monotonous.

To conclude this part of the analysis, it can be said that students do not place much significance on work as a value. This is partly the result of their life situation, but also partially due to their tendency to see greater significance in post-materialistic values and their appreciation of both work and leisure as equally important. These trends were also pointed out in recent EVS studies (MARODY, 2012: 63–77). A new phenomenon is that young women consider work to be of greater value than men do. Accordingly, we might be witnessing a new perception of social roles at play amongst the younger generation.

Statements regarding work

After the analysis and characterisation of work in the system of values, the claims regarding work will be examined. These claims are indicative of the value of work. The subjects were presented five statements of which four have already been used in research, and the last is a new one (SWADŹBA 2001, 2012). Respondents had five response options: "definitely yes", "rather yes", "rather not", "definitely not", "hard to say". Each of the statements should be treated as a separate question. Table 2 shows the results.

The first of the three statements is indicative of a high value of work, the fourth indicates a preference for values other than work, and the fifth is indicative of attitudes on current trends in the labour market. The degree of acceptance of claims, or its absence, indicates a preference for materialistic or post-materialist value of work.

Upon analysis the results of the research could be divided into three levels of acceptance for the listed statements. The first level applies to claims 1 and 5. This is a high level of acceptance of the statement, about 30% of students strongly agree with the statement, and more than 40% agree. The first statement is particularly important as it shows the perception of work as a source of talent development. However, compared to the previously cited studies, acceptance of this claim is not high, S.1. – 44.1% in studies

Table 2

Statements regarding work (%) $N = 400$

Statement	Degree of acceptance of the statement					
	Definitely Yes	Rather Yes	Rather Not	Definitely Not	Hard to say	Total
S. 1.	29.0	42.0	21.5	4.3	3.3	100.0
S. 2.	6.5	23.5	26.8	24.4	14.0	100.0
S. 3.	4.5	13.5	47.5	26.0	8.5	100.0
S. 4.	27.3	28.5	13.5	18.3	12.5	100.0
S. 5.	30.5	43.3	11.5	4.0	10.5	100.0

Legend: S. 1. Work is needed for a person to fully develop their talents, S. 2. A person should work even for a pittance, S. 3. Work should be put in the first place, even if this means sacrificing more time, S. 4. No one should be forced to work if they do not want to S. 5. It is good to work in one company/organisation for a long time. The table does not include the lack of answers or the isolated cases where only one answer was given.

Source: Team's own research and calculations.

from 2010 (SWADŹBA, 2012: 242). Students perceive work positively, but not in such a strong way as the rest of the respondents. About a quarter of students did not see work as the source of talent development (25.8%). Such responses in previous studies constituted only a few percent (*ibidem*). In turn, other activities such as leisure time are considered by this group of students a source of talent development.

The second level of acceptance is statement 4, which received over 50% of the respondents' indications (definitely yes and rather yes – 55.8%), and lack of acceptance of above 30% ("rather not" and "definitely not" – 31.8%). Most students believe that one should not be forced to work if they do not want to. The acceptance of this statement is similar to the previously cited studies (SWADŹBA, 2012: 242). Students who are dependent on their parents showed a lower level of acceptance towards this claim.

The third level of acceptance is marked by responses to statement 2 and 4, herein one finds a very low level of students' definite acceptance (S.2. – 6.5%, S.3. – 4.5%). In previous studies 21.9% of respondents definitely accepted this statement, and in the category of up to 30 years – 33.3% (SWADŹBA, 2012: 250). Students mostly do not want to put work first, at the expense of other activities, especially leisure time. Their perception of obligations, including work, is closer to post-materialistic rather than materialistic values. This is indicated by lack of acceptance of the next statement regarding work even for a pittance. Students are unlikely to accept such a situation, and the vast majority of them reject such a possibility. This trend also occurred in studies of EVS on the values of work (MARODY, 2012). Students are not alienated in their opinion.

Dividing the students according to their gender, faculty of study or their fathers' education level did not result in differences of statistical significance. Yet, a higher percentage of women think that it is good to work in one company / institution (definitely yes: W – 34,1%, M – 26,1%). This is probably due to the greater need for stabilisation in women's lives. On the other hand, a slightly higher percentage of men than women believe that no one should be forced to work if you do not want to (definitely yes: W – 25,0%, M – 30,0%), and that one should work even for a pittance (definitely yes: W – 5,0%, M – 8,3%). The statement related to putting work first, even if it means sacrificing more time, is more widely accepted by men, especially those whose fathers had higher education (definitely yes: primary – 0,0%, higher – 7,1%; rather yes; primary – 14,3%, higher – 17,2%), and was less popular among students with fathers with primary education. Perhaps students who witness the commitment of their fathers who occupy a senior position at work develop an understanding that certain sacrifice is necessary for success. Such a necessity is not seen by students whose fathers perform low-qualified jobs.

Characteristics of work

Apart from focusing on the value of work as such, research included also motivations for its undertaking. The undertaking of work can be due to material and existential reasons, but also because of a drive towards fulfilment and willingness to develop one's social and creative skills. Work places a person in a society, accordingly one's humanity is expressed through it. Therefore, respondents were asked how they evaluate the following characteristics of work (listed in the table below). Possible answers were similar to the ones in previous questions:

Table 3

Features of work (%); N = 400

	Very Important	Rather Important	Rather Unimportant	Completely Unimportant	Hard to Say
1. Good earnings	64.0	35.8	0.3	0.0	0.0
2. Certainty of work	76.5	21.5	1.8	0.3	0.0
3. Working with nice people	36.0	54.3	6.8	2.3	0.8

4. Being treated with respect by others	24.8	50.2	18.0	4.0	3.0
5. Interesting work	44.0	50.0	5.5	0.5	0.0
6. Work corresponding with skills	38.3	48.8	8.8	2.56	1.8
7. Convenient working hours	38.5	45.3	13.3	2.3	0.8
8. Long holidays	14.2	34.0	39.3	6.0	6.5

Source: Team's own research and calculations. The Table 3 does not include lack of answers or the isolated cases where only one answer was given.

The abovementioned features of work were divided into three groups, existential (1, 2), social (3,4), related to self-realisation and of a creative (5,6) and ludic (7,8) dimension. Since the respondents could assign a specific value to every choice without having to choose between them, the answer "very important" as the most indicative for a particular characteristic will be analysed.

The highest percentages of "very important" answers referred to the existential qualities of work, primarily – its certainty and good earnings. As sociological research shows, for the Polish society the certainty of work is more important than good earnings (SWADŹBA, 2001; SIKORSKA, 2002; SWADŹBA, 2008; ZARZECKI, 2010; BOGUSZEWSKI, 2011; SWADŹBA, 2012: 236). Only the latest results of EVS on the value of the work indicate a different trend, where high earnings are more important than the certainty of work (MARODY, 2012: 70). In the analysed studies, the students put more emphasis on the certainty of work. Here one finds the same order of importance as in the study of Silesian values (SWADŹBA, 2012). Only a small proportion of the respondents consider "certainty of work" to be its unimportant aspect. Such a high position of certainty of work occurs in countries where work is a rare commodity (SWADŹBA, 2014). However, in the study on Silesian values, the certainty of work obtained a slightly lower percentage of "very important" responses in the age category of up to 30 years, (62.1%) than high earnings (64.1%) (SWADŹBA, 2012: 136). Comparing these results, we can conclude that more students seek certainty of work rather than worry about earnings. The majority of students believe that it is more favourable to have lower earnings if the work is certain. This certainly reflects the situation on the labour market, the prevalence of the job offers typical to the condition of the "precariat" which do not provide permanent employment and social security.

The third important feature of work are its self-realisation aspects such as it being "interesting" and "corresponding to skills", as well as it giving

one a conviction that one "can achieve something". These are qualities that are appreciated by the respondents, which other sociological studies confirm (SIKORSKA, 2002; BOGUSZEWSKI, 2011; MARODY, 2012; SWADŹBA, 2012). Most of the surveyed students evaluate these features of work as very important (44.0%) and rather important (38.3%) – "interesting work" is very important (38.3%) and rather important (48.8%) – "work corresponding to skills". Work is undertaken by students who want to pursue their ambitions and develop, not just to make money. Therefore, in addition to existential and social factors, the aspect of self-realisation is also very important. It should be noted, however, that in the previously mentioned research, young respondents, of under 30 years of age, appreciate these features of work to a greater extent; "interesting work" – very important (65.0%), "work corresponding to skills" very important (46.6%; SWADŹBA, 2012: 228–240). This would indicate that for those young people who are already working, self-realisation and creative features of work are more real, consequently they appreciate them more.

In the next place, students put social job characteristics such as "working with nice people" – very important (36.0%), rather important (54.3%). Other studies have also demonstrated the importance of this aspect of work (SIKORSKA, 2002; SWADŹBA, 2008; BOGUSZEWSKI, 2011; SWADŹBA, 2012: 228–240). What is marked here is the social dimension of work, proving that the human factor at work is very important. The selection of the next item "Being treated with respect", is marked by a similar attitude – very important (24.8%), rather important (50.2%). The choice of these two features testifies to the fact that students appreciate good atmosphere at work and lack of conflicts as circumstances conducive to effective professional performance. During the many hours spent at work on doing different activities, good co-workers are very important in order for the work to be done well. Similarly, work that brings an employee respect is very desirable. However, compared with the results obtained from the previously mentioned studies, young people increasingly put great emphasis on the social aspects of work such as "working with nice people" – very important (53.4%), or "being treated with respect by others" – very important (32.0%) (SWADŹBA, 2012: 236).

Students surprisingly chose answers referencing the ludic qualities of work, such as "convenient hours". 38.5% of the respondents believe it to be a very important social aspect of work. This is more than the acceptance of the two previously discussed social features. Yet, for almost half of them, it is a "rather important" feature (45.3%). In previous studies, this feature was firmly accepted by 35.0% of young respondents up to the age of 30 years. For students, then, convenient working hours are essential to a much greater extent than to young respondents. Perhaps it can

be explained by reference to the current situation of students for whom convenient working hours allow them to both work and study. The next ludic quality of work, "long holidays" is a feature of secondary importance ("very important" – 14.2% "rather important" – 34.0%). It played a more important role for young respondents in the studies on Silesian values (very important – 25.2%; SWADŹBA, 2012) and in EVS research (MARODY, 2012). Students who have long vacation do not feel the need to have long breaks, this feature of work only begins to take on great significance once they have started permanent employment.

The selection of features of work depends on socio-demographic characteristics that define students. To a lesser extent it depends on the faculty of study, while to a much larger extent on gender, financial situation and the education of their father. The greatest asymmetry in prioritising features of work seems to result from dividing respondents based on their gender. This applies in the first instance to such existential qualities of work as its "certainty" (at 0.00 chi-square significance, Cramer V 0.254). Certainty of work is more important for women than for men („very important" W – 85.5%, M – 65.6%). The next features that are also important are S.4. "Being treated with respect by others" (at 0.013 chi-square significance, Cramer V 0.178), "very important" – W 30.0% M 18.3%; "Work corresponding to skills" (at 0.044 chi-square significance, Cramer V 0.157), "very important" – W 43.2%, M 32.2%. Women are more inclined to stress the importance of the certainty of work because they are afraid of losing it. This may be due to the fact that in the future they might need to combine the role of mothers with that of employees, and thus need jobs that guarantee their return from maternity leave. Men do not face these problems; accordingly they can afford frequent changes. Female students attach more importance to finding work correlating with their skills and on being treated with respect. The percentage data also shows that more often they will stress such aspects as "work corresponding to skills" (very important – W 43.2%, M 32.2%), "working with nice people" (very important – W 40.4%, M 30.6%); and consider it less important to have long holidays (very important – W 11.4%, M 17.8%). Good earnings are slightly more important for women than for men (very important – W 67.3%, M 60.0%). The presented data analysis therefore shows that women attach more importance to almost all the aspects of work, with the exception of the ludic ones. They tend to have a more serious attitude to work and appreciate it more.

The choice of some of the features of work is influenced by the father's level of education, and the financial situation of the family of the student. Most often in families where the father has a university degree, the family's financial situation is very good or good, in instances where the father's education is low, the financial situation of the family is dire.

With the increase of the father's education, there is also an increase in marking the importance of such features of work as "certainty of work" (0.001 chi-square significance, Cramer V 0.164; primary – 64.3%, higher – 82.6%), and social aspects of work such as "working with nice people" (at 0,003 chi-square significance, Cramer V 0.151; P – 28.6%, H – 40.9%). In turn, there is a decreased importance of such factors as "long holidays" (0.001 chi-square significance, Cramer V 0.158) (P – 21.2%, at 9.1%). Taking into account the financial situation of the student's family, the outcome of analysis suggests that the students in a very good financial situation are more appreciative of "good earnings" as an important feature of work (at 0.004 chi-square significance, Cramer V 0.190; P 52.2% H 73.1%) and of "work corresponding to skills" (at 0,000 chi-square significance, Cramer V 0.194; P – 44.8%, H – 18.2%). Convenient working hours are less important for richer students (at 0.009 chi-square significance, Cramer V 0.165; P – 28.8% H – 41.9%) than for students from poor families. Generally speaking, we can say that students with better-educated fathers and who come from wealthier families pay more attention to the existential and social features, but especially to the dimension of self-realisation, than students from poor families do, with a father with low education. For these, ludic qualities are more important.

To summarise this point of the article, it can be stated that the analysis showed that students display a greater acceptance towards post-materialist values of work compared to the older generation, and even to the young generation already working. This is probably due to their young age and their life circumstances. Being dependent on their parents, they think of work as something that will happen, rather than is happening. The analysis showed that female students attach more importance to existential and self-realisation aspects of work than male students. Consequently it seems that they are more mature and serious about work and life. Also, the importance of the same aspects of work is stressed by students with fathers with higher education and better material position.

Conclusion

On the basis of the above analysis, one can draw certain general conclusions on both the position of work in the system of values of the respondents and regarding the motivations for work as well as importance of its particular aspects.

Work is in the third place in the system of values of students, after family and health. Students grant more importance to the post-materialistic values and mark work and leisure as important values. This is evident in the responses to the arguments concerning work, the relatively low level of acceptance of work as a source of talent development, or putting work first. Still, work is important, because the most significant are the existential qualities of work. The second place, however, is taken by self-realisation and creative aspects of work.

The selection of the features of work is affected by gender, the father's educational level and the family's financial status. Female students, especially those from better-off families or with fathers with higher education are more likely to appreciate the value of work and its existential, social and self-realisation dimensions. Students, especially those from less privileged families, with fathers with low education levels, recognise the value of work to a lesser extent, as well as its existential, social, self-realisation and creative aspects. Higher value is assigned to work by women, which could testify to the change in the stereotypical perception of social roles. Women take work and their role in it more seriously than men.

Referring to the theory by Inglehart we see that students, especially males, chiefly display the approach oriented towards post-materialist values at work. Yet, this is far from easy considering the condition of the Polish labour market, where there is a high level of unemployment and one faces difficulties in finding jobs, particularly those that are well-paid. Students are forced to function in such a labour market, accordingly one of the essential existential characteristics of work (and a materialistic value), namely its reliability is still as important as ever.

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Urszula Swadźba

Praca jako wartość w świadomości młodego pokolenia Polaków

Streszczenie

Artykuł przedstawia – na podstawie uaktualnionych założeń teoretycznych dotyczących zagadnień pracy, szczególnie pracy zawodowej – pozycję pracy w hierarchii aksjologicznej młodego pokolenia Polaków. Podstawą analizy i wniosków były badania empiryczne, zrealizowane – w ramach Visegrad Standard Grant “The economic awareness of the young generation of Visegrad countries” – wśród studentów trzech katowickich uczelni: Uniwersytetu Śląskiego, Uniwersytetu Ekonomicznego i Politech-

niki Śląskiej. Analiza empiryczna objęła wartościowanie pracy przez młodych Polaków, dominujące w tym pokoleniu twierdzenia dotyczące pracy i cech pracy. Młode polskie pokolenie realizuje materialistyczne, bądź postmaterialistyczne wartości pracy, co potwierdza koncepcje Ronalda Ingleharta odnośnie zmiany systemów wartości.